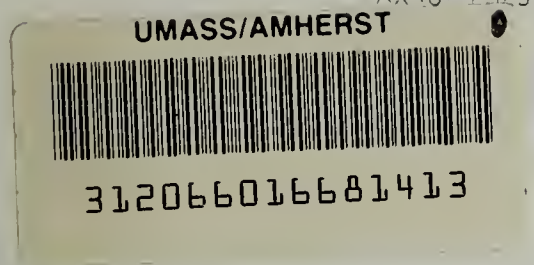


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942-21
OUTWARD BOUND

Outward Bound

Thompson Island
Outward Bound
Education Center
Thompson Island
Boston, Massachusetts 02127-0002
Telephone (617) 328-3900
FAX (617) 328-3710



February 15, 1994

GOVERNMENT DOCUMENTS
COLLECTION

JUN 08 1994

University of Massachusetts
Depository Copy

Ms. Piedad F. Robertson
Secretary of Education
Executive Office of Education
Room 1401
One Ashburton Place
Boston, MA 02108

Dear Ms. Robertson:

We hereby submit our Charter School Application to operate a secondary school to open in the Fall of 1995. However, should the legislation change to allow for opening in 1994, we would be prepared to reconsider our opening date and submit whatever materials are necessary to comply with your guidelines.

Enclosed please find completed Charter Application sections I-II. Also enclosed is a copy of our most recent Annual Report and a history of Thompson Island. Letters of support include those from the following:

- Nathaniel S. Coolidge, Chair, Board of Trustees, Thompson Island Outward Bound Education Center
- Greg Farrell, Vice President for Urban Education Programs of Outward Bound/USA
- Meg Campbell, Executive Director, Expeditionary Learning and Harvard/Outward Bound Project in Experience-Based Education
- Kirk Meyer, School Program Director, Boston Greenspace Alliance

Additional letters of support will be mailed directly to your office.

We look forward to working with you should our application result in our being awarded a Charter.

Sincerely,

Peter O. Willauer
President



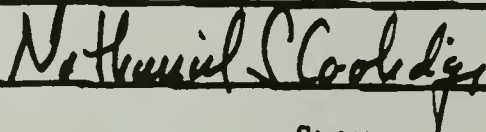
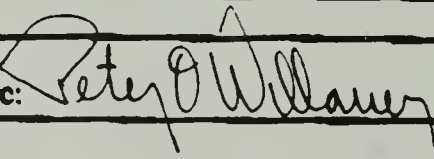
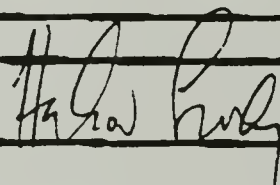
Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name:	Nathaniel S. Coolidge	Signature:		Date:	11 FEB '94
Address:	see below	City:		State:	
Zip:		Tel:			
Name:	Peter O. Willauer	Signature:		Date:	2-11-94
Address:	see below	City:		State:	
Zip:		Tel:			
Name:	Helen Fouhey	Signature:		Date:	2-11-94
Address:	see below	City:		State:	
Zip:		Tel:			
Name:		Signature:		Date:	
Address:	Thompson Island Outward Bound Education Center	City:	Boston	State:	MA
Zip:	02127	Tel:	617 328 3900		
Name:		Signature:		Date:	
Address:		City:		State:	
Zip:		Tel:			
Name:		Signature:		Date:	
Address:		City:		State:	
Zip:		Tel:			
Name:		Signature:		Date:	
Address:		City:		State:	
Zip:		Tel:			
Name:		Signature:		Date:	
Address:		City:		State:	
Zip:		Tel:			

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

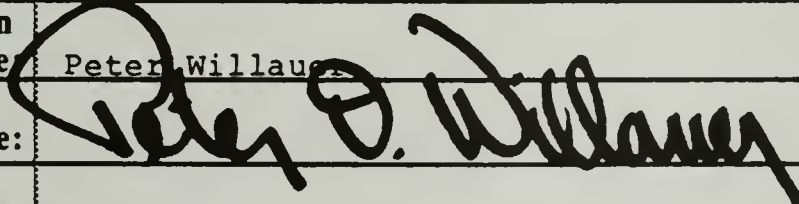
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Thompson Island Outward Bound Education Center

Name of organization/group filing for charter school status

Contact Person Name:	Peter Willaue
Signature:	 Date: 2 / 15 / 1994
Title:	President
Address:	PO Box 127
City:	Boston, MA
State:	MA
Zip:	02127
Telephone:	617/328-3900
Fax:	

RECEIVED

OFFICE OF THE SECRETARY OF EDUCATION

THE ISLAND SCHOOL

An Application for a Charter to Operate a Public School in Boston

Submitted to the Secretary of Education

by

The Trustees of Thompson Island Outward Bound Education Center

February 15, 1994

THE ISLAND SCHOOL

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ATTACHMENTS AND ENCLOSURES

- i. Annual Operating Budget, Year One
- ii. Planning Budget
- iii. Capital Budget
- iv. Letters of Support
- v. 1993 Annual Report Outward Bound Boston, including a listing of the Trustees
- vi. Thompson Island Learning By Doing, a history

THOMPSON ISLAND OUTWARD BOUND EDUCATION CENTER

THE ISLAND SCHOOL

To serve, to strive, and not to yield
Outward Bound International

"So often we lower our standards precisely when we should be lifting them. Our city youth want to feel needed, they want to feel important."
Peter Willauer, Thompson Island Outward Bound

The Trustees of Thompson Island Outward Bound Education Center intend to apply for a charter to conduct a secondary school starting in September of 1995. The school will open with 120 sixth and seventh grade students and grow by 60 students each year to become a school of 420 students, grades 6-12. We have struggled over the question of equity raised not by the concept of charter schools but by the funding of charter schools in Massachusetts which in effect takes from the established public schools to give to the new chartered public schools to the possible detriment of the students in the established public schools. We have resolved the issue in favor of applying by reasoning that the benefit will outweigh the harm, and that, in addition to providing an education of exceptional quality for the students enrolled in our school, we will strive to make a contribution to the city of Boston and the students and teachers of its established public schools.

PART I

1. Mission

Urban education is not a new mission for Thompson Island Outward Bound Education Center (TIOBEC). Since 1988, TIOBEC's mission has been:

First and foremost, TIOBEC is committed to addressing the needs of the youth of greater Boston and the educators who teach them. To that end, it will design and implement programs to develop the fundamental skills and qualities of character that will enable young people to serve as contributing and functional members of a multi-cultural society.

Many Americans are familiar with Outward Bound, but not with *urban* Outward Bound. Peter Willauer, President of TIOBEC, has explained the difference between wilderness and urban Outward Bound in this way: "Compared to wilderness Outward Bound centers, our urban Outward Bound center on Thompson Island has the advantage of being engaged with individual students, their teachers and youth workers, and the agencies and schools they pass through over a longer period of time. By bringing Outward Bound to Boston, our programs are accessible, at less cost, and for longer engagements. Kids can have several different experiences over time with the same group of peers. Bonded, they form a support group that is local - our graduates see each other, stay together, share life's problems together. As an urban Outward Bound center, we also have a chance to work with a wider age range, K-12, and adults. We run most of our programs in collaboration with other

youth serving organizations - no one single agency can solve all the problems. We must work together in the urban environment."

For TIOBEC, a charter school will create another, and far broader avenue to fulfill its mission. TIOBEC's charter school will be organized around the ideas of experiential learning, stewardship of the environment, community service, and combining adult and adolescent learning, the driving ideas behind Outward Bound.

We believe that people of all ages learn best by experience. Experience engages, demonstrates, tells and tests all at the same time. To teach through experience requires teachers to teach constantly by example and design of a structured series of projects, tasks and events that call forth the skills and qualities one wishes to inculcate.

We believe that stewardship of the environment is one of each person's most important responsibilities to the community and the world and that, while every school has an environment that needs and deserves stewardship, the situation of TIOBEC on a relatively unspoiled island heightens the responsibility and provides a unique laboratory for environmental education.

We believe in community service first as a moral imperative, that one gets only by giving, second, as a part of the proper role for secondary age students that they should be giving to their community while they are receiving their education from the community, and third, as one of the most effective ways to structure experiences through which students learn work place skills and reinforce academics.

We believe in combining adult and adolescent learning. Teachers and other adults whose own learning is unattended and undirected are not effective teachers. Unless one is taking in new information and acquiring new skills, one has less to teach and one is unable to set an example of learning.

Following from these beliefs, we intend to build on our experience with Expeditionary Learning in four Boston Schools. We will structure our school with in-service and pre-service teacher education built into the staffing plan of the school, with a sequence of active, often physically challenging interdisciplinary experiences rather than discrete subjects, with responsibility for the care and nurturing of the island environment as an integral part of every student's work, and with service to the larger community a component in each week's effort for every student.

In common with other public schools in the city of Boston, TIOBEC will strive to produce graduates who are people of good character who are prepared to go to college and to get a good job. Uniquely in the city of Boston, TIOBEC will strive to produce graduates who are committed to the stewardship of the environment and *know from experience how to care for it*, who are committed to their own learning and *know how to learn from every*

experience, who are committed to community service and *know from experience how to contribute effectively over a sustained time*. Such people are the backbone of the community and Boston needs them.

2. School Objectives

Academic Standards: Each TIOBEC student will be prepared to go to a good college and to get a good job. Students will set personal standards based on the requirements of the college(s) selected by the student in their initial years (with flexibility for change of target school at later grades) and within the framework of standards set collaboratively by each crew of fifteen students. Students will use examples of their own and other students' work - tests, projects, writing samples, videos of performances, etc., to set benchmarks for their progress toward meeting entry requirements and achieving their personal best. Samples will include work considered "below, at, and above grade level" to learn to see their own work within the range of accomplishment of their peers so they can set realistic yet competitive standards for themselves. We don't intend to use nationally normed tests to rate and rank students. The curriculum will include preparation in the subjects named in the new Massachusetts Reform Act: English, math, science, history, foreign languages, art and physical education.

Personal Standards: Self confidence is born of an ability to care for oneself in a variety of environments. Graduates will be young people of good character who are capable and competent. Each student will identify a hero or heroine whom he or she intends to emulate and will reflect at regular intervals on his or her progress toward becoming the kind of person he or she wants to be. Teachers and other adults working with the students will set an example of good character, capability and competence.

Institutional standards: Sustained relationships with adults in teaching roles, learning on an intimate scale, frequent participation of parents combined with the safety, beauty and rigor of the island will provide the context for learning. Outward Bound, famous for using wilderness challenge to build character and self confidence, paradoxically succeeds with individuals primarily by building communities whose members *knowingly* support one another's development and achievement.

3. Statement of Need and Contribution to the City

Boston has 76,995 school-age students enrolled in schools in the city. Of these, 60,922 are enrolled in public schools; 13,773 are enrolled in parochial schools; and 2,300 are enrolled in other private schools that are predominantly schools for severely disabled students. The public perception is that many of the public schools are good schools, especially at the elementary levels, and provide extraordinary opportunities for students who are identified early as academically able and attend the examination schools. However, for many of the students especially at the secondary level, the schools do not provide academically rich, stable, nurturing learning opportunities. The parochial schools are credited with academic rigor and making character development an integral part of their

program. However, these schools have both the benefits and limits of affiliation with a single religion. Other private schools are either beyond the means of most parents or highly specialized.

The city needs and has room for a secular, 420 student secondary school that makes character development an explicit focus of the educational program, and that provides an academically rigorous program for all students regardless of perceived abilities. TIOBEC will, for a limited number of students, fill needs that have been publicly acknowledged in the city.

TIOBEC will fill needs that have not been well articulated. Standardized schools run by bells, interrupted by loud speakers, with hush and behave cultures and worksheet and drill programs are stultifying and boring. Learning by doing, using the techniques TIOBEC has been developing, is an excellent, *replicable* alternative. Schools don't need island settings to become experiential learning schools, but they do need sources for professional development, models and support to transform themselves along these lines.

TIOBEC's charter school will contribute to Boston in three ways. First, as a teaching school TIOBEC will provide professional development for Boston Public Schools' teachers in experiential learning, interdisciplinary thematic learning, environmental education, and community service learning. This role will be a continuation of TIOBEC's work with the Boston Public Schools and we hope to have a strong and very positive collaborative relationship with the school system as well as expanding on our current relationships with individual schools.

Second, as an environmental education school, TIOBEC will seek a relationship with the City that involves care of other islands as well as Thompson, and care of land based parks and public spaces. We are exploring relationships with Greenspace Alliance and already have a working relationship with City Year in our Expeditionary Learning project funded by the New American Schools Development Corporation and located in four Boston Public Schools. We hope to develop a nursery on the Island that can supply plant materials to City spaces and to have the collaborative relationship with the City we would need to carry out this program.

Third, as a community service learning school, TIOBEC teachers and students will be out in the city working with non-profit and public agencies for city betterment. We will target environmental agencies in keeping with the school's focus, but expect the varied interests of the TIOBEC community to enfold other kinds of helping agencies, too.

4. Demographics

Area: The school will be located on Thompson Island, a 157 acre island in Boston Harbor. The island is reached by boat from Kelly's Landing, an MDC dock on Day Boulevard near the tip of the South Boston peninsula. Thompson Island has a long history

of schooling, starting in 1833 with a farm school for indigent boys, which grew after the Civil War to become a distinguished trade school known for printing and music. In 1955 the Farm and Trade School gave way to Thompson Academy, a secondary school modeled on preparatory schools. In 1975, the Trustees adopted the name "Thompson Island Education Center" and a program designed to supplement the curriculum of the public schools and based on three components: educational features that had worked well on the island for 140 years, environmental education, and the ideas of Kurt Hahn, the founder of Outward Bound. In 1988, by mutual agreement of the Trustees of the Island, Hurricane Island Outward Bound School, and Outward Bound/USA created a new entity, the Thompson Island Outward Bound Education Center. From Farm School to Outward Bound, 1833 to 1993, the Thompson Island pedagogy and purpose have remained remarkably consistent and powerful. Thompson Island, often called Boston's largest classroom, is a place where city youth have come to learn by doing for 160 years.

Unique characteristics of the students: TIOBEC specifically seeks to enroll students who are unique in Boston initially only in their desire to be members of the TIOBEC school community. Like other public schools in the City, the school will be open to all applicants and will actively recruit students with a goal of having each class level very closely reflect the racial, ethnic, and economic diversity of the City of Boston. The process for selecting students will permit no discrimination on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English, or academic achievement.

5. Recruitment and Marketing Plan

TIOBEC has advantages in marketing a new charter school. Outward Bound has an attractive national and local reputation, and has many alumni in Boston and greater Boston with whom it maintains contact. Thompson Island Outward Bound Education Center provides a substantial array of varied courses, attracting in 1992 over 7,300 Boston area young people, educators and adults for a total of 23,023 student-program-days. Expeditionary Learning, a program of Outward Bound/USA and its affiliate, TIOBEC, has daily contact with 2,786 Boston students. TIOBEC is an experienced marketer, able to produce promotional materials and use its network of alumni and partner organizations to distribute the materials. Samples of TIOBEC publications and brochures are included with this application. Active marketing will be limited to Boston residents.

6. Admissions Policy

Enrollments will be limited to students who have completed fifth grade or the equivalent of fifth grade. Each year the school will accept 60 students entering the equivalent of sixth grade and may, at the school's option, accept other students to maintain classes of 60. The school will begin with two grade levels (120 students) and add a grade level each year until there are six levels equivalent to grades 6-12.

Applications will be accepted through March 30 of a given academic year from among those who will have completed fifth grade by June 30th of that year. Applicants will be invited to Thompson Island for an orientation to the program, then students will be selected by lottery from among those who attend the orientation and do not withdraw their application after the orientation. The process will entail assigning a number to each application and offering seats until seats are filled. Preference will be given to applicants who live in Boston.

7. Profile of the Founding Coalition

Thompson Island Outward Bound Education Center (TIOBEC) will hold the charter and govern the school with the active support of Outward Bound/USA and its Expeditionary Learning Project. The Board of Trustees may be expanded to ensure parental representation and to reflect affiliation with one or more collaborating universities and organizations. Current partners of Expeditionary Learning in Boston include City Year, Facing History and Ourselves, and Harvard University. Northeastern University may become a partner in the near future. Thompson Island Outward Bound is incorporated in Massachusetts and has been designated a 501(c)(3) entity by the Internal Revenue Service.

Outward Bound has its roots in schooling. Kurt Hahn, the founder of Outward Bound, was an educator who opened and ran a successful secondary school, Salem, in pre-war Germany. He then began a second school in Scotland, Gordonstoun, where the educational ideas that became Outward Bound were developed. Outward Bound itself was conceived as a short, intense distillation of Hahn's educational ideas into a month-long course for preparing British merchant seamen for a life at sea.

Outward Bound/USA is a federation of adventure and service-based schools and centers with national headquarters in Garrison, New York. Its objective is to bring out the best in people by putting them together in highly energized sequences of challenge, cooperation and service. Each year, more than 25,000 people of all ages and backgrounds successfully complete Outward Bound courses. TIOBEC, one of the system of wilderness schools and urban centers, served 7,398 Boston area young people, educators, and adults in a variety of programs in 1993. School programs included Project Island Discovery, Middle School Leadership Initiative, High School Outreach Program, Island School, a three year academic and character building program for Boston middle schoolers, and Expeditionary Learning with the Lewenberg, Blackstone, Hernandez and South Boston High schools. Other courses included Connecting with Courage for young girls, Environmental Leadership for high school and college students, Outward Bound Therapeutic Collaborative with a broad spectrum of health service agencies, Addiction/Prevention conferences, a variety of leadership and team building professional development activities for profit and non-profit clients, and conferences offered to community groups for reflection and organizational development.

Outward Bound's Expeditionary Learning has a brief but promising track record. In 1991, the New American Schools Development Corporation chose Expeditionary Learning as one of eleven planning projects to fund from a field of hundreds of applicants. In 1992, the program was selected as one of nine to move from planning to implementation. For the 1993-1994 school year, Expeditionary Learning opened two new schools, one for 270 students in Denver, Colorado, and another for 120 students in New York City. In addition, Expeditionary Learning began the transformation of four schools in Boston, three schools in Portland, Maine, and four schools in Dubuque, Iowa. As a result of this experience, Outward Bound has expeditionary curricula planned by a variety of teachers and invaluable experience in school start ups.

TIOBEC's President, Peter Willauer, was among the creators of the Expeditionary Learning program and he and TIOBEC's Program Director, Helen Fouhey, continue as advisors to the national program. TIOBEC is the lead agency for the Boston component of the program, using the resources of the island for professional development and the staff of TIOBEC as on-site consultants and coaches for the four participating schools.

8. Timetable

ACTIVITY	DATE	RESPONSIBILITY
Grant charter, or otherwise authorized start	March 15, 1994	Secretary of Education
Start fundraising for capital improvements and planning	March 16, 1994	TIOBEC Trustees and President Outward Bound/USA
Curriculum development	April, 1994, and on-going	TIOBEC and Expeditionary Learning staff and schools
Partnership development with colleges: <ul style="list-style-type: none"> schools of education for professional development program Universities for land-based site 	April, 1994, and on-going	TIOBEC President, Outward Bound/USA Director of Urban Education
Partnership development with School Department and Parks and Recreation Department	April, 1994, and on-going	TIOBEC President, Outward Bound/USA Director of Urban Education
Partnership development with environmental agencies and organizations	April, 1994, and on-going	TIOBEC President, Outward Bound/USA Director of Urban Education
Selection of the principal, process	April, 1994 - December, 1994	TIOBEC President
Publicity for the school	April, 1994, and on-going	TIOBEC President and staff
Start rehabilitation of the classroom buildings and gymnasium	August, 1994	TIOBEC Trustees and President

Active student recruitment campaign	October, 1994-March, 1995	TIOBEC Staff
Designation of the principal	December, 1994	TIOBEC Trustees
Selection and purchase of instructional supplies and equipment	January, 1995- August, 1995	Principal
Staff recruitment and selection	March, 1995-May, 1995	TIOBEC President and Principal
Student selection and notification	March, 1995	Principal, staff and state program officers
Preparation for opening: • Orientation, team building • Philosophy development • Curriculum design and decision • Final outfitting of classrooms	July-August, 1995	Principal, teachers and crew leaders
Student orientation, one week residential experience	August, 1995	Principal, teachers and crew leaders
Opening of TIOBEC Charter School <i>THE ISLAND SCHOOL begins!</i>	September, 1995	Principal, teachers, crew leaders, students and parents

We are requesting a charter to begin operations in September of 1995 rather than September of 1994 to permit time to raise funds and for thoughtful planning and purchase of supplies and equipment and to carry out rehabilitation of existing buildings. Opening in 1994 would be possible if funds were available to cover selection and preparation of the staff and purchase of the instructional materials, and some capital improvements. Budgets for planning and capital improvements are included as attachments.

PART II

9. Evidence of Support

The planning process for this application involved the TIOBEC Trustees, Advisory Board, officers and staff; the Outward Bound/USA Board of Trustees, officers and senior staff, and the leadership and staff of the Harvard Outward Bound/Expeditionary Learning project. Principal collaborators, Greenspace Alliance and City Year, have indicated their enthusiasm and support. Several individuals closely involved with creating the charter school legislation have encouraged this application. Attached to this application please find letters of support from Nathaniel Coolidge, Chairman of TIOBEC's Board of Trustees; Greg Farrell, Vice President for Urban Education Programs of Outward Bound/USA and Chief Executive Officer for Expeditionary Learning; Meg Campbell, Executive Director for Expeditionary Learning; and Kirk Meyer, School Program Director for Boston Greenspace Alliance.

10. Educational Program

The school will combine the traditions of Outward Bound - self discovery through challenging outdoor activities, learning by doing and reflecting, team work, character development and community service - with an academic program designed to meet international standards. This will not mean traditional studies for six hours followed by an outdoor adventure but a unique fusing of academics and action called Expeditionary Learning. The building blocks of Expeditionary Learning are:

Self-conscious, principled learning: Expeditionary Learning sets forth ten principles of learning that individuals - teachers, students, and parents - must agree with as a condition of participation. These principles are:

•The primacy of self-discovery. Learning happens best with challenge, emotion and support.	•Collaboration and competition are good and can coexist. Encourage children to work together while they compete with their own personal best.
•The having of wonderful ideas is universal. Teach to build on a child's curiosity.	•Diversity and inclusivity. Including everybody increases the richness of the learning experience.
•The responsibility for learning is personal.	•The natural world refreshes the spirit.
•Intimacy and caring are essential. Learning is best in small, stable, friendly groups.	•Solitude and reflection replenish energies and open minds.
•Success and failure are important. There must be success to build confidence, but the experience of overcoming failure teaches perseverance.	•Service and compassion: we are a crew, not passengers.

Long term relationships with peers and adults: Students will be organized in crews of fifteen and classes of thirty. Teachers and crew leaders will stay with their classes and crews for three and one half years so that one set of teachers and crew leaders will see students through their middle school years and a second set will see them through to graduation from high school.

Character development and teamwork: Students will be assigned to create harmonious, balanced crews. To the extent possible, crews will be diverse from the standpoint of class, race, culture, and gender. Students will not be assessed or grouped by ability, but will engage initially and throughout their years of secondary schooling in experiences that develop and require coordinated teamwork in which all crew members make a valued contribution.

Experiential, interdisciplinary learning: Students will learn by doing, and what they will be doing will lead them to learn arts, sciences, and humanities. Expeditions, which are structured problem solving tasks, are designed to create in students a need to know, a willingness to take risks, and the ability to rise to increasingly difficult challenges.

Variable scheduling: Expeditions may engage students full-time for periods of days, weeks or months. The demands of the task will set the schedule for each crew; the pace and interests of one crew will not affect the schedule of another crew.

Curriculum drawn from context: Thompson Island and the City of Boston will provide the themes for major expeditions. The island affords the opportunity for recreating life before European settlers, early and later colonial life, early and later agriculture and industrialism, early and emerging life on the electronic highway. The city, with its wealth of museums and universities, places no limits on expeditions while giving scope for community service learning projects.

Components of the Program for Students

Traditional secondary schools are based on the notion of preparation. Students are to study for seven years to get ready for their future. During their careers in traditional schools, young people are cast as spectators and consumers. Expeditionary Learning schools are based on work. Students are to produce results that are immediately useful to themselves and others. During their careers in EL schools, young people are cast as actors and producers.

For example, in the Fall of 1993, teachers in the Raphael Hernandez Expeditionary Learning school in Boston gave this problem to their combined sixth and seventh grade class: "What is the best use for the empty lot at the corner of Warren and Washington Street?". Students organized in work crews of 12 to 14. Each crew measured the lot and studied space requirements and potentials for varying uses the class could conceive, researched the history of the lot, surveyed and tallied opinions of the community, audited services available in the community to determine needs, went to City Hall to get code and zoning requirements, attended community hearings on the lot to listen and testify, designed a structure and plot plan to house their solution, built a model and wrote brochures and defenses of their proposals. During the eight week expedition, several crews met together for skills workshops -in measuring and original source research, in survey construction, tallying and statistics; in zoning and variances, in model building. Throughout the expedition, individual students kept journals of documenting their contributions to their crew's work and their thoughts and questions. Journals formed the basis for regular discussions between the teacher and each student and among the crews about progress toward the goal. At the end of the expedition, the community was invited to the school to see the models and hear the crews' reflections on their work. A number of students and their parents are pursuing funding for the project that was best received.

As students set about finding a good answer to the teacher's question, no bells sounded the end of math and the beginning of reading, the end of science and the beginning of social studies. Nevertheless, each discipline came into play while the students experienced sustained, focused, long term effort toward a concrete end.

Academics: Subjects will be traditional but pedagogy will be non-traditional. To understand expeditionary curriculum, picture a telephone wire that has been stripped of its coating, exposing at irregular intervals the many colored wires within. Like the wire, at time the strands of the curriculum are exposed for close understanding of constituent parts, and at other times the wires are bundled together as they are when operating as a live wire. Separated strands allow students to prepare in each subject for an expedition and to debrief and reflect on accomplished work. Bundled strands are projects that give motivation and meaning to study.

Expeditions will range from recreations of history to running a plant nursery in collaboration with the City to stewarding the island to investigating harbor cleanup. Shorter expeditions and side roads on the way to and from major expeditions will be provided through case study, debate and dramatization. Long or short, expeditions are research projects demanding detailed knowledge. Successive grade levels will experience the stages of Boston seen through first the eyes of islanders then moving ashore to learn the city and contribute to its life. The academic focus will be to learn not many things lightly but representative things in depth. History will be used to give the curriculum coherence; location will be used to give relevance.

As the school grows, TIOBEC will ally with a college to provide for advanced placement courses and to provide a land base for ready access to museums, laboratories, libraries, parks and community based service organizations.

Each student will have a study carrel equipped with a computer to be a home base for retreat, study, and display. Networks and modems will connect students and teachers to one another and to off-island data bases, national bulletin boards and their peers in other schools. Classrooms won't be traditional. Instead, carrels for individual work will rim the perimeter and a large oval table for group work will fill the center.

Beyond academics: Community service projects will be interwoven in studies, providing living laboratories for testing the truth of literature, extending knowledge of science and human nature, and testing students' character and skills. Physical challenge, Outward Bound's trademark, will be part of the mix, with ropes courses, pulling boats, hiking and camping. We hope to be able to provide a residential experience for every student at least once during the first three years of the program. The Outward Bound programs that are most effective in bonding teams, developing interdependence and self confidence through a difficult challenge, are those that last for three weeks and more

without interruption. The residential component will deepen the sense of island stewardship.

Character development will tie together all parts of the TIOBEC charter school. How much one learns and teaches and what one does with one's learning and teaching depends entirely on what kind of person one is and *is trying to become*. Like Outward Bound wilderness programs, the TIOBEC charter school will be all about becoming a caring, productive adult who lives at full strength.

Logistics: TIOBEC will have an eight hour day, matching the workday for parents. Students will be expected to take arrive at Kelly's Landing by public transportation in time for their boat to the island, which will be at fixed intervals allowing for the 20 minute round trip to and from the island for boat loads of fifty students and supervising adults. The school year will be 180 days at a minimum, and longer if private fundraising can cover summer academic and recreational/personal discovery experiences. Each crew will be following its own schedule, working to pre-determined but flexible performance and exhibition times and mindful of examination schedules established by the state or by colleges.

11. Student Performance

Assessment based on real-world performance: Learning goals will be established within a crew with the full participation of the crew members, crew leader and teacher using examples of one another's work and the work of other students, both younger and older. Students will discuss their own and others' progress toward the goals. Through these discussions students develop ownership of the standards and come to understand what makes work "good", "better", and "best". Students will be continuously working toward creating wide options for themselves as adults, using the entry requirements of specific colleges as personal standards for preparation for entry to college and success in apprenticeships as the standard for preparation for paid work.

Students will participate in testing programs as required by the state and for college entry, but the primary means of documenting academic achievement will be portfolios of students' work and records of observations of performances and judgments of projects. Teachers, crew leaders and students, supervisors and colleagues at community service sites will contribute to the record of observations and judgments. Perhaps most important, *the students themselves* will reflect on the quality of their work and growth toward their goals and will write evaluations at regular intervals.

12. School Evaluation

Assessment based on real-world performance: The success or failure of our school will be shown by the lives led by former students. Did they attend the college of their choice? Do the sum of their choices about post-secondary education show that they were well prepared to attend and to be graduated from good colleges? Did they become individuals who contribute regularly to their communities? Did they assume responsibility

for the stewardship of their environment? Did they become productive, involved citizens? The answers to these questions will and should establish the reputation of our school.

We expect and hope to be judged, as well, by the lives being led by currently enrolled students. Are the students actively engaged in their learning? Are the students intellectual lives expanding and growing? Are the students accepting stewardship of their island environment? Are the students contributing to their communities? Are the students leading lives that demonstrate good character?

13. Human Resource Information: Components Of The Program For Teachers

Staff structure: John Dewey's precepts are put into practice in Expeditionary Learning. TIOBEC intends to be a teaching school where pre-service and in-service teachers are incorporated in the life of the school. TIOBEC will practice a form of differentiated staffing. For each 30 students, there will be one experienced and skillful teacher and, here, preference will be given to Boston Public School teachers who are exemplary adults, expert in their subject, familiar with Outward Bound and Expeditionary Learning, have tried experiential learning in their classrooms and want the scope TIOBEC offers to develop this way of teaching. Teachers will be asked to commit to a minimum of three years with TIOBEC to provide the continuity that is a core element of the program.

Each group of 30 students will have two crew leaders so that the student's home unit is a crew of fifteen students who will stay together over the course of their years in TIOBEC. The crew leaders will be aspiring teachers, drawn from both first year college graduates with Outward Bound experience or Outward Bound/USA wilderness group leaders. Older friend and counselor, mentor and study guide, the crew leaders will live on the island, accompany the students on expeditions, learn from the students and experienced teachers, and, as a condition of employment, commit to three years with their crew. While crew leaders will be only modestly compensated, they will be provided with living accommodations on the island during the school year and, we intend, with a Master's Degree program and practicum for certification and with opportunities to work in Outward Bound wilderness programs during the summer months.

Rather than some-time substitute teachers, TIOBEC will employ pre-service/graduate student teachers on a long term per diem basis to be part of the program on a daily basis and to fill in if a teacher or crew leader is absent. More important, we hope to provide a training service for Boston teachers as the most important of TIOBEC's community service for the City. Teachers-in-training, both in-service and pre-service, will take Outward Bound's traditional courses to pick up the language and ethos: making circles, safety first, security, respect and concern for everyone in each action, doing not saying, seeing the metaphors, solitude, writing and reflection. Then, teachers-in-training will see, design and conduct and assess expeditions with the students. We expect to develop formal relations

with Lesley, Northeastern and other schools of education as a training site for credentialling purposes.

Staff selection: Outward Bound, the parent organization, draws its staff from the best of the educators working for wilderness organizations - best in skills, best in ability to teach by example. The organizations include the National Park Service, National Forest Service, Peace Corps, youth conservation corps, wilderness guide services, urban youth enrichment programs, boarding school and public school staff working as wilderness instructors during vacations and summers. Because competence, experience of leadership, and ability to work together as a team will be the keys to success, Outward Bound will use its own courses to attract, test and select the principal, teachers and crew leaders. We hope to attract certified teachers, especially Boston teachers, but the primary qualification will be to embody the goals of the program. Standard aspects of personnel management are covered by the Charter enabling legislation, and TIOBEC will adhere to these requirements.

Two concepts will guide the selection of the principal, teachers, crew leaders, and teachers in training. One, all the adults involved in the school must share the school's philosophy and ascribe to its mission. And, two, all the adults must accept responsibility to teach by example. To ensure that the adults have the attitudes and skills we wish the students to see and learn, teachers and others will be screened through five to ten day Outward Bound courses. Candidates will be asked - and will be asking themselves - do you like Outward Bound? Are you enthusiastic about personal challenge? About adventure based learning? About team teaching and learning? Can you see the possibilities for environmental education as a window on the whole world? Do you function effectively as part of a team? Were you comfortable taking your turn at leadership and at membership? Was the solitude and reflection meaningful for you? Can you put this meaning in writing? Can you create tasks and projects that pose intriguing, open ended questions for secondary students? Adults working with the students will be expected to be college graduates with successful experience in both academic study and non-academic working experience in the subject areas in which they will be teaching. In addition, among teacher candidates, we will be looking for successful teaching experience. Among crew leader candidates, we will be looking for skills navigating the city, the harbor or the wilderness. Among teachers in training, we will be looking for a hunger to learn experiential learning. Among all, we will be looking for a generosity of spirit and a love of children and young people.

We hope to build a staff committed to the school's ideas and mission and reflective of the school's commitment to multi-cultural diversity. In many ways, Outward Bound staff tend to be self selected. We select them and they select us. We expect to have enough applicants to be able to continue this tradition.

Assessment based on real-world performance: Teachers and administrators will be evaluated by the success of their work. If, at the conclusion of their three or four years

together with a crew of students, the students are well prepared for the next step, promotion or graduation, then the teachers and their administrators will be judged successful and asked to undertake another three or four year commitment to a group of students.

14. School Governance

Trustees of TIOBEC are an existing group of private individuals named in the Annual Report which is attached to this application. Trustees are selected for a three year term by subcommittee of the whole called the Committee on Trustees, currently chaired by James Hoyte, former Director of the Massachusetts Horticultural Society and founding member of the Environmental Diversity Forum and Assistant to the President/Associate Vice President for Equal Opportunity and Affirmative Action for Harvard University. The current Chair of the Trustees is Nathaniel Coolidge, Senior Vice President of John Hancock.

The Trustees, who will hold the charter, will be responsible for the fiscal management of the school, the safety of the students, the selection of the principal, and for the integrity of upholding the provisions of the charter. The Charter School will be one of several programs offered by the Trustees and supervised by the President. Reporting to the President, the principal of the Charter School will be the Trustees' agent for operating the school, responsible on a day to day basis for the safety of staff and students and the academic and non-academic program. There will be an advisory board comprised of parents, teachers, crew leaders, students and representatives of partner agencies and institutions which will meet regularly with the principal and may attend meetings of the Trustees. While the school is small, the advisory committee will be the students' sole organ for participation in governance. Later, as the school grows, a separate student government may evolve.

The program will bring staff and students into constant and close contact with the community through community service, through public programs on the island, and through learning expeditions into the community.

15. Building Options

Facilities exist now on Thompson Island to house the proposed school for 120 students. Buildings include four dormitories with a capacity for 120; a large gymnasium; a classroom building with a science lab and four other classrooms; a dining facility with offices, meeting spaces, a dining room and a full kitchen; an auditorium and outdoor gear/logistics facility; and staff living quarters. Outdoor facilities include a brand new pier, a boat house, camping facilities to accommodate 60; track and football field, outdoor ropes

course, covered picnic area, nature trails, open fields, bird blinds, beaches, meadows and wetlands. Boats include four sailing vessels (Outward Bound's famous pulling boats), two outboards, some small rowing dingys, two fifty foot passenger vessels with one equipped for student expeditioning and marine research. Vehicles include two trucks and a tractor.

The TIOBEC facility is currently licensed by the Office of Children as a Department of Social Services facility, adhering to fire and safety codes for that program. The facility and the island are wholly owned by the Trustees and are unmortgaged.

The buildings are usable but in need of cosmetic upgrades and outfitting for the special requirements of the educational program. The classroom building will be adequate for 120 students but , as the school expands, we will need to add an additional classroom building for which architectural drawings exist.

Intent to Comply with State Requirements

The Board of Trustees is aware that, as a condition of granting a charter, the state requires compliance with all state laws applying to public schools with the exception of laws governing the certification of teachers. It is the intention of the Trustees to be in full compliance with applicable laws and to seek and expect from the state further guidance on the implications of full compliance.

TIOBEC BUDGET YEAR ONE

ITEM	UNIT COST	NUMBER	TOTAL YEAR	%
PERSONNEL				
Salary				
Principal	\$65,000.00	1	\$65,000	
Outward Bound Coordinator	\$40,000.00	1	\$40,000	
Teachers	\$38,000.00	4	\$152,000	
Crew Leaders	\$14,500.00	8	\$116,000	
Pre-service teachers, per-diem	\$50.00	540	\$27,000	
Subtotal			\$400,000	47.2%
Benefits				
Health	\$5,000.00	14	\$70,000	
Pension	8.0%	14	\$32,000	
FICA	7.5%	14	\$30,000	
Workers Comp	2.0%	14	\$8,000	
Medicare	1.5%	14	\$6,000	
Subtotal			\$146,000	17.2%
Personnel sub total			\$546,000	64.5%
INSTRUCTIONAL SUPPLIES				
Texts, instructional materials	\$100	120	\$12,000	
Computer software & supplies	\$100	120	\$12,000	
Paper & General consumables	\$150	120	\$18,000	
Library	\$60	120	\$7,200	
Teachers' discretionary	\$300	4	\$1,200	
Crew leader discretionary	\$200	8	\$1,600	
Subtotal			\$52,000	6.1%
NON-INSTRUCTIONAL SUPPLIES				
Outdoor equipment	\$100	120	\$12,000	
Food @ \$3/day x 180 days	\$540	120	\$64,800	
Subtotal			\$76,800	9.1%
CONTRACTS				
Social Services			\$24,112	
Professional development			\$6,000	
MBTA passes @ \$20 pp x 10/mo	\$200	120	\$24,000	
Subtotal			\$54,112	6.4%
DIRECT SERVICES SUBTOTAL			\$728,912	86.1%
INDIRECT				
Insurance @ \$1.80/day x 180 days	\$324	120	\$38,880	
Boat Operation, partial costs			\$11,120	
Van			\$9,000	
Cleaning @ \$400/wk x 40 weeks			\$16,000	
Utilities @ \$1,500/mo			\$15,000	
Office supplies			\$3,000	
Payroll/accounting			\$25,000	
Subtotal			\$118,000	13.9%
TOTAL			\$846,912	100.0%
REVENUES				
Per Pupil Payment by the City	\$6,200	120	\$744,000	87.8%
Federal School Lunch program @ 64%			\$41,472	4.9%
Chapter 1 grant	\$800	77	\$61,440	7.3%
TOTAL			\$846,912	100.0%

TIOBEC BUDGET FOR SIX MONTH PLANNING PERIOD

ITEM	COST
STAFF SELECTION	
Outward Bound Experience for 30 invitees @ \$1,110	\$33,000
Outward bound experience for 15 invitees Team building, testing of finalists @ \$1,100	\$16,500
Subtotal	\$49,500
PERSONNEL	
Principal, to plan, hire, purchase, oversee academic preparations Six months salary Six months benefits	\$32,500 \$7,375
Outward Bound Coordinator, assist principal and oversee non-academic/facilitates preparations Six months salary Six months benefits	\$20,000 \$5,500
Teachers, two months prior to opening, for orientation and academic preparations 4 @ \$5,000	\$20,000
Crew Leaders, six weeks before the school opens, for orientation and team building, professional development 8 @ \$2,400 each	\$19,200
Subtotal	\$104,575
DEVELOPMENT	
Salaries	\$35,000
Materials	\$5,000
Travel	\$20,000
Subtotal	\$60,000
OVERHEAD @ 30%	\$46,223
PLANNING TOTAL	\$260,298

TIOBEC CAPITAL BUDGET TO OPEN FOR 120 STUDENTS

ITEM	UNIT COST	NUMBER	TOTAL COST
Classroom furniture			
Cubes for student spaces/desks	\$900	134	\$120,600
Lamps	\$40	134	\$5,360
Conference table	\$400	10	\$4,000
Chairs	\$80	134	\$10,720
Subtotal			\$140,680
Library Outfitting			
Shelving			\$12,000
Books	\$12	2400	\$28,800
VCR/CDROM			\$6,400
Scanner			\$1,500
Software			\$3,000
Tables & Chairs			\$1,400
Subtotal			\$53,100
Dormitory Outfitting			
Beds	\$250	120	\$30,000
Bureaus	\$180	40	\$7,200
Chairs	\$80	60	\$4,800
Couches	\$700	6	\$4,200
Lamps	\$80	60	\$4,800
Subtotal			\$51,000
Equipment			
MACs	\$1,200	134	\$160,800
Printers	\$900	20	\$18,000
Modems	\$300	134	\$40,200
Networks	\$2,500	8	\$20,000
Large Screen Televisions	\$2,200	8	\$17,600
VCR	\$350	8	\$2,800
Subtotal			\$259,400
Facilities Rehabilitation			
Classroom building			\$85,000
Dormitories			\$125,000
Gymnasium			\$40,000
Subtotal			\$250,000
New Facilites (OPTIONAL YEAR I, NEEDED LONG RUN)			
Classroom/conference center			\$750,000
Subtotal			\$750,000
TOTAL			\$1,504,180

Outward Bound.

Thompson Island
Outward Bound
Education Center
Thompson Island
Boston, Massachusetts 02127-0002
Telephone (617) 328-3900
FAX (617) 328-3710



February 11, 1994

Ms. Piedad Robertson
Secretary of Education
Executive Office of Education
Room 1401, McCormick Building
1 Ashburton Place
Boston, MA 02108

Dear Ms. Robertson

I have for a long time been terribly concerned about our society's ability to address the pressing social and educational needs of our youth, especially urban youth. I have taken some Outward Bound courses, and feel strongly that experiential education techniques are among the most powerful pedagogical tools we have to positively influence the way we learn things.

I am currently the Chairman of Thompson Island Outward Bound Education Center, Inc., a 5-year joint undertaking by one of Boston's oldest (1814) youth/school programs and Outward Bound to try to "make a difference" with Boston youth. It is the focus of my "volunteer" career. We have a 100-bed campus, kitchen, gym, etc., on Thompson Island. In addition to indoor classrooms, we have what we like to call "Boston's largest classroom" - the Island itself with all its diversity, and the magnificent harbor which surrounds it. I cannot tell you how enthusiastic I am about the possibility of an independent Charter School on the Island. I believe it has tremendous potential to make a real difference in the lives of the Boston area's school children.

I strongly support it. My hope is that you will, too.

Sincerely,

Nathaniel P. Coolidge

NSC/mbr
Enclosure

Route 9D
R2 Box 280
Gamson, NY 10524-9757
Telephone 914-424-4000
FAX 914-424-4280



February 14, 1994

Ms. Piedad Robertson
State of Massachusetts
Executive Office of Education
Room No. 1401
The McCormick Building
1 Ashburton Place
Boston, MA 02108

Dear Ms. Robertson:

I am writing to support the proposal of Thompson Island Outward Bound Education Center in its application for a charter to conduct a secondary school starting in September of 1995. As Vice President of Outward Bound USA for Urban and Education Programs and CEO of Outward Bound's Expeditionary Learning Project, I want to express our intention to be active partners in making the school a reality should the charter be granted.

We very much look forward to working with you.

Sincerely,

Greg Farrell (signature)

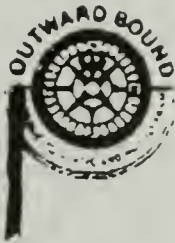
Greg Farrell
Vice President
Urban/Education Programs

GF:js



Harvard/Outward Bound Project in Experience-Based Education

Harvard Graduate School of Education ☐ 4th Floor, Gutman Library, Appian Way
Cambridge, Massachusetts 02138 ☐ Tel: (617) 496-5220 ☐ Fax: (617) 496-3095



February 14, 1994

To Whom It May Concern,

I am pleased to offer my support for the Thompson Island Outward Bound Education Center's (TIOBEC) charter school application.

Currently, I serve as the Co-Director of the Harvard Outward Bound Project in Experience-Based Education, I am also the Executive Director of Expeditionary Learning, one of nine national school program designs selected in July 1992 by the New American Schools Development Corporation (NASDC) to "break the mold" in American education. After working with TIOBEC over the course of three years, I am confident in its ability to build a school that will realize its mission of serving the youth and educators of greater Boston.

Thompson Island Outward Bound Education Center has a long history of providing Boston students with the type of personally and intellectually challenging experiences that positively transform their role in communities. TIOBEC has directly impacted the lives of Boston students by offering them team-building opportunities through powerful urban and wilderness experiences. These courses allow students to discover new strengths in themselves as well as the wonders of Boston's natural and cultural resources.

By adopting the Expeditionary Learning design, the TIOBEC charter school will be a part of a national education network. Expeditionary Learning is working with existing schools in Boston, MA; Dubuque, IA; and Portland, ME; and has been a partner in opening new schools in Denver, CO, and New York, NY. Over the course of five years, Expeditionary Learning will work with these schools to design and implement expeditionary curricula, models of student assessment, professional development programs, and new forms of school organization. Expeditionary Learning places great value on bringing teachers and administrators together to share best efforts and collaborate on meeting challenges. The TIOBEC charter school teachers will benefit from and participate in these professional exchanges.

The Thompson Island Outward Bound Education Center has a deep and long-standing commitment to serving and educating Boston youth. Its charter school design draws on this tradition, and is an exciting opportunity for the future.

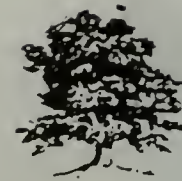
Sincerely,

Meg Campbell
Co-Director,
Harvard Outward Bound Project
In Experience-Based Education



Boston GreenSpace Alliance, Inc.

44 Bromfield Street, Rm. 207, Boston, MA 02108, tel. 426-7980/426-6597



Piedad F. Robertson
Executive Office of Education
Room 1401, McCormick Building
One Ashburton Place
Boston, Ma. 02108-1696

February 8, 1994

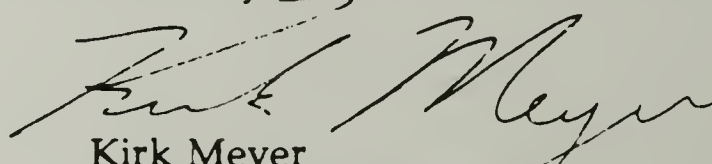
Dear Secretary Robertson:

I'm writing this letter in support of the Thompson Island Outward Bound charter school application. There are two important areas in which this proposed charter school would "break the mold" and test innovative teaching methodologies:

- **An Interdisciplinary, Hands-on Approach to Environmental Education** - By using the environment as a unifying theme, it will be possible to teach core lessons in all of the traditional disciplines while encouraging problem-solving and critical thinking skills as they apply to broad-based, "real world" systems. Although hands-on learning, the use of manipulatives, and interactivity have recently become popular buzzwords in education, environmental educators have been using these techniques for years with great success.
- **Community Service Learning** - As Boston's schoolchildren grow and learn, it is important that they become aware of their community and how it functions. Ultimately, if we are to count our educational system as a success, we must empower students to take an active role in the life of their neighborhoods, and know that they can make a positive contribution. Students will also gain life experience and vocational skills by working with community groups on local projects. We look forward to working with Thompson Island Outward Bound in developing relationships between the charter school and our member agencies.

We are also committed to seeing that successful charter school programs be re-integrated into the Boston Public School system at large. Incubating and developing innovative programs is but the first step toward making a quality education available to all of Boston's schoolchildren.

Sincerely,


Kirk Meyer
School Program Director

OFFICERS: President: Jim Gorman, Arnold Arboretum Committee • Vice Presidents: Betsy Johnson, Claremont Neighborhood Assoc., Lorraine Downey, Boston Environmental Dept. and Joseph Rogers, Eagle Hill Civic Assoc. • Treasurer, Robert Weinberg, Friends of Post Office Square • Clerk, Ed O'Brien, Dorchester Park Assoc.
DIRECTORS REPRESENTING: Allston-Brighton CDC • Arnold Arboretum of Harvard University • Boston Housing Authority • Boston Natural Areas Fund • Boston Parks and Recreation Dept • Boston Public Schools • Boston Redevelopment Authority • Boston Society of Landscape Architects • Boston Urban Gardeners at the Farm • Center Street Environmental Group • Boston Code Enforcement • Boston Public Facilities Dept • Columbia-Savin Hill Civic Assoc • Dorchester Gardenlands Preserve • Environmental Diversity Forum • Fenway Garden Society • Forest Hills Cemetery • Franklin Park Coalition • Friends of Copley Square • Friends of Muddy River • Friends of the Public Garden and Common • Friends of Ringer Park • Friends of Ryan Playground • Friends of the Boston Harbor Islands • Friends of the Training Field • Hyde Park High School • Jamaica Hills Assoc • Jamaica Pond Park • Mass Audubon Society • Mass Horticultural Society • Madison Park Magnet Office • Mayor's Office of Neighborhood Services • Medical Academic Science • Metropolitan District Commission • Metropolitan Boston Housing Partnership • Neighborhood of Affordable Housing • Nuestra CDC • Roxbury Comprehensive Community Health Center • Save the Harbor Save the Bay • Trust for Public Land • UMass Cooperative Extension Service • Worcester County Agricultural Society